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High School Curriculum Guidelines

Alcohol, Tobacco, and Other Drugs— High School

ATOD



This content area includes education about alcohol, caffeine, nicotine, over-the-counter and prescription medicines, and illegal drugs.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively. Students will be able to:

- Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem.
- Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friend and/or family member use/abuse).

Emphasis

IC



Interpersonal
Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

- Advocate for healthful rules, policies, and laws regulating the distribution, promotion, and use of tobacco, alcohol, and other drugs.

AV



Advocacy

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Demonstrate the ability to influence and support others not to use tobacco, alcohol, and other drugs.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

Students will be able to:

- Describe the effects of tobacco, alcohol, and other drug use on psychosocial and physical development during adolescence.
- Describe the benefits to adolescents of not using tobacco, alcohol, and other drugs (physical, social, emotional, legal, financial, vocational).

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Analyze the benefits and risks of medicinal drug use.
- Describe the risks for interactions among alcohol, other drugs, and medicines.
- Analyze short-term and long-term effects of tobacco, alcohol, and other drug use, including dependence, addiction, and the physical, social, and emotional effects.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- d. Analyze the relationship between tobacco, alcohol, and other drug use and injuries, illness, violence, sexual behavior, driving behavior, and other risk behaviors.
- e. Analyze the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society.
- f. Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from non-use through addiction.
- g. Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drugs.
- h. Describe the environmental and genetic risk factors for children in substance abusing families.
- i. Analyze family, religious, historical, and cultural differences in the use of alcohol, tobacco, and other drugs.

Emphasis This is evident when students:

- a. Develop a personal plan to avoid the use of tobacco, alcohol, and other drugs.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Identify people that can provide support around tobacco, alcohol, and other drug issues.
- Identify resources for valid health information about tobacco, alcohol, and other drugs.

Emphasis



This is evident when students:

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- Demonstrate healthy ways for adolescents to express emotions, have fun, manage stress, and maintain friendships free of tobacco, alcohol, and other drug use.
- Identify and practice safe, healthy activities that are free of tobacco, alcohol, and other drugs.
- Demonstrate emergency procedures related to alcohol and other drug use.



- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

- Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs.



- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.7 Students make informed decisions.

Students will be able to:

- Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present.
- Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process.
- Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms).

Emphasis

DM



Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - Identify the decision to be made.
 - Consider options and consequences.
 - Seek information from reliable sources.
 - Take action or make a decision.
 - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

Students will be able to:

- Analyze the effects tobacco, alcohol, and other drugs can have on problem-solving processes and conflict resolution.

Emphasis

PS&CR



Problem Solving

This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

- Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs.

PS&CR



Conflict Resolution

- Show progression through a conflict resolution process.
 - Agree to negotiate.
 - Name the conflict/problem.
 - List solutions to the conflict.
 - Evaluate solutions.
 - Agree on a solution.
 - Develop steps to action.
 - Try out solution and re-evaluate.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Analyze the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs.

Emphasis



Media Literacy

This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Develop counter-strategies for tobacco, alcohol, or other drug advertisements and other promotional materials.

Emphasis



Advocacy

This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Students will be able to:

- Describe the effects of tobacco, alcohol, and other drug use on brain function (e.g., inhibitions, paranoia, judgment, muscle coordination, senses, and reaction time).
- Analyze the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions.
- Evaluate the relationship between tobacco, alcohol, or other drug use and heredity and individual development.
- Describe the effects of tobacco, alcohol, and other drugs on fetal development.

Emphasis



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Community, Environmental, and Consumer Health— High School



This area combines community and consumer health. It includes environmental health, public health, and world health, as well as health careers, health costs, and health services.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- Demonstrate ways to access and communicate with health care providers about personal health issues.
- Demonstrate effective techniques for alerting authorities to potential threats to the community.

Emphasis

IC



Interpersonal
Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Demonstrate ways to show respect for diversity within the community.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Analyze the characteristics of a safe and healthy environment, home, school, and community.
- Explain how individual actions affect the health of the environment within local and global communities.
- Analyze the ways that economic issues affect personal, community, and environmental health (e.g., poverty, hunger, disease).
- Describe consumers' ethical and legal rights and responsibilities regarding health care.
- Analyze the influence of modern medical technology on society.
- Describe disaster preparedness plans.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

- Develop a plan to protect community and environmental health.

GS



Goal Setting

- Present a clear goal statement.
- Identify realistic goal.
- Plan for reaching goal.
- Evaluate or reflect on action.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Demonstrate how to access health services and resources (e.g., library, Internet, health department, health agencies, community health activities).
- Demonstrate how to select appropriate health care products and services.
- Analyze the costs and accessibility of health care services, products, and resources within the community.
- Research career opportunities in the health profession.

Emphasis

AI



Accessing Information

This is evident when students:

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

3.7 Students make informed decisions.

Students will be able to:

- Analyze internal and external factors that affect the selection of health care products and services.

Emphasis

DM



Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - Identify the decision to be made.
 - Consider options and consequences.
 - Seek information from reliable sources.
 - Take action or make a decision.
 - Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Analyze ways that stereotyping and sales appeals are used in advertising for health products and services.
- Analyze health claims made by media to determine their effects on community and environmental health.

Emphasis



This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

5.15 Students design and create media products that successfully communicate.

Students will be able to:

- Identify and demonstrate media strategies to promote positive health for the community and environment.

Emphasis



This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

7.14 Students demonstrate understanding of the human body-heredity, body systems, and individual development-and understand the impact of the environment on the human body.

Students will be able to:

- Analyze and describe how the health of human beings is affected by diseases passed through DNA, as well as environmental factors and activities that alter the equilibrium of ecosystems.

Emphasis



This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Disease, Violence, and Injury Prevention— High School

DVIP



This area covers disease, such as HIV infection and other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease. It also addresses safety issues, including first aid and disaster readiness, and the prevention of violence and both unintentional and intentional injuries.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- a. Demonstrate effective communication skills in situations that threaten personal or other's health and/or safety.

Emphasis

IC



Interpersonal
Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

- a. Advocate for others to make positive choices to reduce the risk of injury, violence, or disease.

AV



Advocacy

- Take a clear, health-enhancing stand.
- Support the position with relevant information
- Shows awareness of audience
- Display passion and conviction.



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Assert rights to personal privacy and demonstrate respect for the privacy of others.
- Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence.
- Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury.

Emphasis

RESPECT



Respect

This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

Students will be able to:

- Analyze how injuries, illness, other disorders, abuse, and violence can affect growth and development.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues.
- Identify early symptoms of illness and disease and the importance of early diagnosis and appropriate treatment (e.g., cancer, cardiovascular disease, eating disorders, HIV/AIDS, other sexually transmitted infections).

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- c. Classify a variety of diseases according to cause, transmission, effect, etc. and describe health-promoting behaviors that reduce the risk of communicable and non-communicable disease.
- d. Examine the emotional and financial burdens associated with disease diagnosis and treatment and the effects on people's lives.
- e. Describe the leading causes of death and disability for teens and develop strategies for reducing and preventing those injuries.
- f. Describe important factors that affect the safe operation of a vehicle, including recreational vehicles.
- g. Describe the cycle of abuse and the importance of intervention to break the cycle.
- h. Analyze the effects of hazing, bullying, and harassment on individuals and society.

Emphasis This is evident when students:

- a. Develop a personal plan for periodic health, dental check-ups, screenings, and immunizations.
- b. Develop and implement a plan to promote civility and respect in the school community.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Describe how to locate and evaluate reliable sources of information and support around health and safety issues.
- Identify ways to access local, state, and national organizations that research and combat disease and affect the impact of disease on individuals and society.
- Analyze information about various traditional, complementary and alternative health care practices.

Emphasis

AI



Accessing
Information

This is evident when students:

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- Describe how to identify and respond to situations that threaten personal safety, including sexual violence.
- Describe strategies that make use of technology, regulation, and/or education to prevent injury and violence (e.g., use of protective equipment in sport, safety restraints in cars, weapons policies).
- Assess personal risks and list injury/disease prevention and management strategies for personal and family health (e.g., universal precautions, breast self-exam, testicular self-exam, home safety measures, protective equipment).
- Identify strategies to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs.

HC/SM



Healthy
Choices/Self
Management

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- e. Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual).
- f. Demonstrate advanced first aid procedures for major emergencies and life-threatening situations, including the Heimlich maneuver, mouth-to-mouth resuscitation, and CPR.
- g. Describe effective disease management routines (e.g., diabetes, asthma, allergies).

Emphasis

This is evident when students:

- a. Demonstrate refusal and negotiation skills to avoid potentially harmful situations that could lead to injury, disease (including sexually transmitted infections), and/or violence.



- Use language expressively and persuasively
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs
- Suggest an alternative and build relationship.



3.7 Students make informed decisions.

Students will be able to:

- a. Demonstrate decision-making skills to reduce risk behaviors for disease, injury, and/or violence.
- b. Identify internal and external pressures that can affect decisions (e.g., fear, ATOD, denial, others' opinions, media).

Emphasis



This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - + Identify the decision to be made.
 - + Consider options and consequences.
 - + Seek information from reliable sources.
 - + Take action or make a decision.
 - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Students will be able to:

- a. Demonstrate problem-solving skills to reduce bullying, harassment, violence, and risk taking.

Emphasis



This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

- a. Identify situations where conflicts may arise and practice ways to prevent and/or resolve them.



- Show progression through a conflict resolution process.
 - + Agree to negotiate.
 - + Name the conflict/problem.
 - + List solutions to the conflict.
 - + Evaluate solutions.
 - + Agree on a solution.
 - + Develop steps to action.
 - + Try out solution and re-evaluate.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Analyze influences from media that contribute to risk taking, harassment, and violence.
- Identify ways that the media serves to inform, protect, and advocate for disease, injury, and violence prevention.

Emphasis



This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

7.14 Students demonstrate understanding of the human body-heredity, body systems, and individual development-and understand the impact of the environment on the human body.

Students will be able to:

- Analyze how the health of human beings is affected by disease.
- Describe the role of genetics in the family history of disease.
- Demonstrate strategies that enhance recovery from injuries.

Emphasis



This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Nutrition and Physical Activity— High School

N&PA

This content area includes education about nutrition and physical activity.



High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively.

Students will be able to:

- a. Advocate for healthy eating and exercise habits for self and others.

Emphasis

AV



Advocacy

This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

- a. Demonstrate how to ask for help in situations where their own or someone else's eating or physical activity habits are problematic.

IC



Interpersonal Communication

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.



3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Acknowledge that people have different nutritional needs and that healthy body weight varies from person to person.
- Demonstrate support for others and their food selections and activity choices.

Emphasis

RESPECT



This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

Students will be able to:

- Identify the benefits (physical, social, and mental) of physical activity throughout the life cycle.
- Explain nutritional needs at various stages of the life cycle and the importance of healthy body weight.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Describe how nutrition, lifestyle, family history, and other factors affect health issues, including the cause or prevention of disease.
- Explain the function of each group from the Food Guide pyramid and their relationship to health.
- Analyze the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are good sources of calcium.
- Describe how to maintain a healthy body weight.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- e. Explain the causes and symptoms of food-borne illnesses.
- f. Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance.
- g. Explain the importance of using safe and appropriate equipment during physical activity.
- h. Analyze the influence of technology on nutrition and physical activity.

Emphasis

This is evident when students:

- a. Assess personal nutrition and physical activity needs, preferences and practices (e.g., current health, physical appearance, obesity, sense of well-being) and formulate a plan for healthy eating and physical activity.
- b. Describe strategies for overcoming barriers to healthful eating and physical activity.



- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

- a. Use unit pricing and labeling information to determine the most economical and nutritious food choices.
- b. Analyze physical activity products and programs for safety, effectiveness, and cost.
- c. Describe how to locate and evaluate reliable sources of information about nutrition and physical activity.



- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Plan and prepare healthy meals, according to the principles of the Dietary Guidelines and the Food Guide Pyramid.
- Evaluate personal eating patterns for nutritional adequacy according to the concepts of the Food Guide Pyramid.
- Describe practices to prevent food-borne illnesses.
- Identify and practice recommended types and amounts of physical activity needed to promote health.
- Describe the importance of warm-up, work out, cool down.
- Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity.

Emphasis

HC/SM



Healthy
Choices/Self
Management

This is evident when students:

- Identify healthy behaviors.
- Demonstrate healthy behaviors, habits, and/or techniques.
- Identify protective behaviors.
- List steps in correct order, if appropriate.

High School**Content Descriptors/Outcomes****Skill Assessment Link/Criteria****3.7 Students make informed decisions.****Students will be able to:**

- a. Demonstrate a process for making informed decisions regarding food choices and physical activity based on an understanding of balance, moderation, variety and personal needs.
- b. Demonstrate making healthy food choices from fast-food restaurants and cafeteria menus.
- c. Analyze the impact of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture).

Emphasis**DM**

Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - + Identify the decision to be made.
 - + Consider options and consequences.
 - + Seek information from reliable sources.
 - + Take action or make a decision.
 - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.**Students will be able to:**

- a. Apply strategies for working cooperatively and respectfully with a group in a competitive as well as a non-competitive situation.

Emphasis**PS&CR**

Problem Solving

This is evident when students:

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Analyze how positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity.
- Evaluate media claims of performance-enhancing drugs and nutritional supplements.

Emphasis



This is evident when students:

- Analyze, interpret, and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

7.14 Students demonstrate understanding of the human body-heredity, body systems, and individual development-and understand the impact of the environment on the human body.

Students will be able to:

- Explain the importance of nutrition in maintaining healthy body systems.
- Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate).

Emphasis



This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

Personal Health: Family, Social, Mental, Sexual—High School

PH



Personal health concepts address both family and mental health, including the development of responsible personal behavior and healthful decisions about sexual activity, including abstinence. This area also addresses skills such as communication and cooperation to strengthen family ties. In addition, human growth and development are included here.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1.15 Students use verbal and nonverbal skills to express themselves effectively. Students will be able to:

- Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration).
- Demonstrate how to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness) to build, promote, and support positive relationships.
- Demonstrate ways to ask for help to improve health and to deal with health problems.
- Describe ways to support others and ask for help around issues of depression and suicide

Emphasis

IC



Interpersonal Communication

This is evident when students:

- Share information.
- Constructively express preferences, feelings, and needs.
- Use language expressively and persuasively.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- Advocate for self and others to practice positive health choices (e.g., managing stress, setting sexual limits).
- Advocate for a fair and equitable social environment.

Emphasis



This is evident when students:

- Take a clear, health-enhancing stand.
- Support the position with relevant information.
- Show awareness of audience.
- Display passion and conviction.

3.3 Students demonstrate respect for themselves and others.

Students will be able to:

- Analyze changing roles in the family and ways to be a responsible family member.
- Demonstrate ways to build and maintain positive relationships.
- Describe differences between positive and destructive relationships.
- Examine the effects of one's behavior on other individuals.
- Demonstrate strategies to promote acceptance and kindness for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).
- Discuss the effects of stereotyping and ways to counteract negative effects.

Emphasis



This is evident when students:

- Demonstrate care.
- Show consideration for self and others.
- Demonstrate empathy for others.
- Demonstrate positive interactions.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

Students will be able to:

- Describe the interrelationships among intellectual, physical, social, and emotional health.
- Identify physical, emotional, intellectual, and social changes at various stages of the life cycle, particularly those that occur with aging.
- Describe factors that promote the growth of personal resiliency and developmental assets.
- Explain that human sexuality, sexual identity and orientation are a developing part of self throughout life.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

Students will be able to:

- Analyze ways to reduce risks associated with adolescent behaviors and health issues.
- Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes).
- Analyze characteristics of positive role models.
- Identify factors that contribute to a positive body image.
- Identify characteristics of healthy sexuality and healthy love relationships.
- Differentiate among infatuation, love, and sexual desire.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- g. Identify the life-altering changes that can result from early pregnancy and/or STIs/HIV.
- h. Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits.
- i. Evaluate the importance of taking personal responsibility related to sexual behavior.
- j. Describe differences between consent, pressured sex, and forced sex.
- k. Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.
- l. Describe the diversity of family structures and how to cope with changes that can occur (e.g., birth, adoption, marriage, divorce, death).
- m. Describe signs, behaviors, and symptoms of depression, suicide, and mental illness.

Emphasis

This is evident when students:

- a. Assess personal health status and develop a plan for making healthy choices using the goal-setting process.



Goal Setting

- Present a clear goal statement.
- Identify a realistic goal.
- Present a plan for reaching the goal.
- Evaluate or reflect on action.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



Students will be able to:

- a. Demonstrate how to find information, support, and services for personal, family, sexual, and mental health issues.

Emphasis

AI



Accessing Information

This is evident when students:

- Identify or cite specific sources.
- Evaluate validity of source.
- Provide rationale for appropriateness of source.
- Demonstrate ability to access appropriate community resources to meet specific needs.
- Identify the type of help available from source.

- a. Describe personal health habits that promote positive health for adolescents.
- b. Demonstrate healthy stress management techniques.

HC/SM



Healthy Choices/Self Management

- Identifies healthy behaviors
- Demonstrates healthy behaviors, habits, and/or techniques
- Identifies protective behaviors
- Lists steps in correct order, if appropriate

- a. Demonstrate ways to avoid potentially harmful situations in the areas of sexual pressures, relationships, and mental/emotional health, using refusal and negotiation skills.

RS



Refusal Skills

- Use language expressively and persuasively.
- Clear no and supporting body language.
- Constructively express preferences, feelings, and needs.
- Suggest an alternative and build relationship.



3.7 Students make informed decisions.

Students will be able to:

- Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with one's personal and family values.
- Demonstrate the ability to apply a decision-making process to health issues and problems, both individually and collaboratively.
- Analyze factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers, etc.).
- Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal).

Emphasis

DM



Decision Making

This is evident when students:

- Personalized.
- Show progression through a decision-making process.
 - + Identify the decision to be made.
 - + Consider options and consequences.
 - + Seek information from reliable sources.
 - + Take action or make a decision.
 - + Evaluate or reflect on action.
- Identify and analyze internal, as well as external, factors that may influence decisions.

3.12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

Students will be able to:

- Analyze problems that can arise in relationships and develop strategies for addressing those problems.

Emphasis This is evident when students:

PS&CR



Problem Solving

- Name the problem/conflict.
- Seek information from reliable sources.
- Explore a variety of solutions.
- Solve the problem.

High School

Content Descriptors/Outcomes

Skill Assessment Link/Criteria



5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

Students will be able to:

- Analyze the effect of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships).

Emphasis

ML



Media Literacy

This is evident when students:

- Analyze, interpret and/or evaluate the effects and influences of media messages.
- Support judgments about what is seen and heard.
- Compare what is seen and heard in the media to their own lives.
- Explain effects of point of view and bias in the media.

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

Students will be able to:

- Describe the process of human reproduction, including conception, prenatal development and birth.
- Describe body changes that occur during adolescence and early adulthood.

Emphasis

CC



Core Concepts

This is evident when students:

- Provide accurate and comprehensive information.
- Show relationships between concepts.
- Draw conclusions.

